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ABSTRACT

This project was conducted to design marketing and distributive education (MDE) student learning objectives and an MDE curriculum development plan. The objectives of this project were met through the following procedures: (1) basic MDE task research was identified; (2) a task force of two MDE teacher coordinators and the project director grouped worker tasks into broad competency categories using an Apple IIe personal computer and designed broad objectives for each category; (3) the objectives were sequenced; (4) student progress documents were designed that contained a list of learning objectives, a date for completion, and a quality-of-performance indicator; and (5) a curriculum development management plan was developed and inservice activities were planned to disseminate these products. Thus, three major products resulted from this study: student learning objectives for 12 marketing units of instruction, classroom management documents for each of the 12 units, and a schedule of curriculum development. Recommendations were made for further development of these products. (The bulk of the report consists of the three project documents.) (KC)

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A MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM DEVELOPMENT PLAN WITH STUDENT LEARNING OBJECTIVES

FINAL REPORT

Project No. 84-AWA(230)NB

Curriculum Development Project
Conducted Under Public Law 94-482

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RESEARCH COORDINATING UNIT
Washington State Commission for Vocational Education

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CONDUCTED UNDER
PUBLIC LAW 94-482

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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DECEMBER 31, 1984

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REPORT SUMMARY

MAJOR OBJECTIVES OF THE PROJECT

The purpose of this project was to design Marketing and Distributive Education (MDE) student learning objectives and a MDE curriculum development plan. Specifically the following objectives were met as the project was completed:

A. Identify and Create Student Learning Objectives (SLO's)

1. Identify MDE worker tasks.
2. Define broad objectives related to these tasks
3. Assign broad objectives to existing MDE units.
4. Sequence broad objectives within units.
5. Create progress documents to monitor student progress.
6. Create documents to communicate objectives to target populations.

B. Design a Curriculum Development Plan

Once the SLO's were developed then the curriculum development plan to create units of instruction was designed. This plan had the following objectives:

1. Identify the procedure for orderly curriculum development.
2. Design a delivery system to communicate the curriculum to the Washington State MDE family.

SUMMARY OF ACTIVITIES

The objectives of this project were met through these procedures:

1. Basic marketing and distributive education task research was identified. A number of studies were consulted as tasks were identified, these include: Master Task List for the General Marketing Curriculum Levels I-IV (1982), Indiana Curriculum Study (1980), Utah Curriculum Study (1979) and The Interstate Distributive Education Consortium task research (1982)

2. A task force of two MDE teacher coordinators and the project director grouped worker tasks into broad competency categories. This was done using a data base on an Apple IIE personal computer. Tasks from a wide variety of research studies were entered into the computer according to curriculum category, advertising, selling, etc. Tasks were sorted alphabetically. Once sorted duplicates were eliminated and remaining tasks were grouped into homogenious groupings. For example tasks related to product knowledge were organized under a category titled product knowledge, tasks related to closing the sale were placed under the closing the sale heading. Once these tasks were grouped then broad objectives were designed for each category. Fifteen to thirty broad student learning objectives were developed for each instructional unit.

3. The objectives were sequenced by following one or a combination of two sequencing procedures. The first of these procedures was sequencing from the general to the specific and the second was from a theory to an application. These sequenced objectives were next presented to the task force for their critical review. Necessary changes were made.

4. Student progress documents were designed with three basic principles taken into consideration. These are: (1) listing of learning objectives to master, (2) allowance for date of completion reference, and (3) a quality of performance indicator. These documents were presented to the task force for their review. Necessary changes were made.

5. The curriculum development management plan was designed so that the units of instruction will be totally rewritten within a five year period. It is the intent of this project to correlate MDE teacher inservice activities in such away as to communicate the new units to the classroom teacher through regular meetings such as the August Vocational Conference, DECA conferences and the MDE Winter Inservice Meeting.

SUMMARY OF RESULTS: ACCOMPLISHMENTS

Three major products resulted frum this study. These include:

1. Student learning objectives for twelve marketing units of instruction were developed, these include:

   A. Advertising
   B. Communications
   C. Display
   D. Economics and Marketing
   E. Employability
   F. Human Relations
   G. Management
   H. Marketing Math
   I. Merchandising
   J. Operations
   K. Product and Service Technology
   L. Selling

2. Classroom management documents were prepared for each of the twelve units of instruction. These documents serve student progress monitors.

3. A schedule of curriculum development was prepared. This schedule showed an orderly plan for developing units of instruction for each of the twelve units. The plan is designed so each of the units will be written within a five year period.

MAJOR CONCLUSIONS AND RECOMMENDATIONS

This study resulted in the identification of student learning objectives in twelve different units of instruction. Because of this effort two recommendations are suggested:

1. Importance ratings for each student learning objective should be established using a Washington State population.

2. A feasibility study should be conducted to determine the effectiveness of consolidating the twelve units of instruction into six single semester units.

THE REPORT

STATEMENT OF THE PROBLEM

The Washington State Legislature has mandated that all secondary educational programs have developed student learning objectives by 1985. The efforts of the marketing and distributive education family have not been coordinated in meeting this legislative charge. One of the purposes of this project is to solve this problem by involving teacher education, the marketing and distributive education professional association and a representative of the classroom teacher in developing student learning objectives for the Marketing and Distributive Education program.

A second problem addressed by this project is the development of a master plan for updating the MDE curriculum. The last major comprehensive curriculum project to be conducted in Washington State was in 1972. This project resulted in Distributive Education Units of Instruction (1972) being developed for distributive education. Two other projects much smaller in scope were conducted in 1976 and 1977. These projects resulted in the development a Distributive Education Program Guide (1976) and a Distributive Education Seminar Guide (1977) to be used by the classroom teacher in organizing their programs. The MDE curriculum is in need of updating. As a result of this project a detailed management plan will be developed that will identify the direction that Washington State MDE will go in curriculum development.

The fact that the current curriculum guides are out of date has forced the classroom teacher to search beyond state published materials for curriculum guidance. The Washington State MDE family needs an organized curriculum development program.

RELATED STUDIES

Curriculum development in Marketing and Distributive Education is a dynamic process nationally. A number of state department of Education and Universities have developed comprehensive Marketing and Distributive Education curriculums. An ERIC search revealed the following projects related to the one suggested in this proposal.

Smith (1981) designed a model to serve as a foundation for competency based marketing and distributive education. This model included task lists, performance objectives and performance guides for use in planning an introductory course in retailing.

Foster (1980) prepared a resource guide for competency based distributive education. This guide identifies resources helpful in teaching MDE. These resources can be divided into three categories. The first provides occupational information. The second details available resources to the classroom teacher and the third section identifies related trade and professional organizations.

Davis (1979) created a competency based Marketing and Distributive Education Curriculum Model to be used in Indiana. This model is designed to help teachers and local administrators plan and conduct a comprehensive marketing and distributive education program. The project includes competencies, objectives and learning activities.

Competency-Based Curriculum for Marketing and Distributive Education I was a project conducted at Memphis State University (1979). This guide includes ten units of instruction that may be taught as they are or in conjunction with the teacher's own instructional materials. Competencies, objectives and learning activities are basic to this curriculum.

A project titled Demonstration of the the Competency-Based Curriculum for Distributive Education and Distributive Cooperative Training Programs was developed by staff of Marshall University (1980). This project identifies a core curriculum, training plans, and an implementation guide.

According to this ERIC search there have been no new curriculum models developed since 1980. The state of the art in MDE is dramatically changing. New curriculums must be designed to meet current needs. Gleason (1983) stresses that because of advances in technology, MDE programs will change dramatically. As a result MDE will need to say close to business to be sensitive to these changes. Harris (1983) stresses that MDE needs personnel who are technically competent and sensitive to the needs of their client groups. Programs must be designed that are responsive to changes in our society.

Even though curriculum models have been developed these models are rapidly becoming outdated. The rapid change in technology demands that curriculum be updated to respond to

current needs. The curriculums developed elsewhere will certainly be consulted as this project is completed.

GOALS AND OBJECTIVES

The purpose of this project was to design MDE student learning objectives and a MDE curriculum development plan. Specifically the following was accomplished:

A. Student Learning Objectives (SLO's)

1. Identify MDE worker tasks.

2. Define broad objectives related to these tasks.

3. Assign broad objectives to existing MDE units.

4. Sequence broad objectives within units.

5. Create progress documents to monitor student progress.

6. Create documents to communicate objectives to target populations.

B. Curriculum Development Plan

Once the SLO's were developed, the curriculum development plan to create units of instruction was designed. This plan has the following objectives:

1. Identify the procedure for orderly curriculum development.

2. Design a delivery system to communicate the curriculum to the Washington State MDE family.

METHODOLOGY

The objectives of this project were met through these procedures:

1. Basic marketing and distributive education task research was identified. This research served as the basis for the curriculum design.

2. A task force of two MDE teacher coordinators and the project director grouped worker tasks into broad competency categories. Once these tasks were

grouped broad objectives were designed for each category. Approximately fifteen to thirty broad student learning objectives were developed for each instructional unit.

3. The broad objectives were assigned to MDE units of instruction. The MDE teacher coordinator task force critically reviewed this organization.

4. The objectives were sequenced by following one or a combination of two sequencing procedures. The first of these procedures is sequencing from the general to the specific and the second is from a theory to an application. These sequenced objectives were presented to the task force for their critical review. Necessary changes were made.

5. Student progress documents were designed with three basic principles taken into consideration. These are: (1) listing of learning objectives to master, (2) allowance for date of completion reference, and (3) a quality of performance indicator. These documents will be presented to the task force for their review. Necessary changes will made.

6. The curriculum development management plan was designed so that the units of instruction will be totally rewritten within a five year period. It is the intent of this project to correlate MDE teacher inservice activities in such away as to communicate the new units to the classroom teacher through regular meetings such as the August Vocational Conference, DECA conferences and the MDE Winter Inservice Meeting. The plan will be presented to MDE area leaders, The Office of the Superintendent of Public Instruction (SPI) MDE program director and the officers of the Washington Marketing and Distributive Education Teachers Association for their critical review. Appropriate adjustments will be made.

PROJECT RESULTS

This project resulted in the organization of student learning objectives in twelve different unit areas, student progress documents for each unit, and a curriculum dvelopment management plan.

Student Learning Objectives

The following student learning objectives are organized into twelve separate categories. These categories include:

A. Advertising
B. Communications
C. Display
D. Economics and Marketing
E. Employability
F. Human Relations
G. Management
H. Marketing Math
I. Merchandising
J. Operations
K. Product and Service Technology
L. Selling

The objectives are written broadly enough to limit the maximum number of objectives to thirty-eight per unit.

ADVERTISING

Upon completion of the instructional unit "Advertising" the student will be able to:

AD 1. UNDERSTAND GENERAL ADVERTISING CONCEPTS

AD 1A. Define advertising.
AD 1B. Identify the purposes of advertising.
AD 1C. List the four key elements of advertising.
AD 1D. Define the terms associated with advertising.
AD 1E. Identify and describe the types of media.
AD 1F. Explain the purpose of the Federal Trade commission.
AD 1G. Distinguish between institutional and promotional advertising.
AD 1H. Use effective selling techniques in advertising.
AD 1I. List and describe Maslow's Hierarchy of needs..

AD 2. DEMONSTRATE SKILL IN PREPARING ADVERTISEMENTS

- AD 2A. Prepare an advertisement for print media.
- AD 2B. Prepare an advertisement for radio media.
- AD 2C. Prepare an advertisement for outdoor advertising.
- AD 2D. Prepare an advertisement for television media.

AD 3. ORGANIZE AN ADVERTISING CAMPAIGN

- AD 3A. Demonstrate honesty and integrity in advertising.
- AD 3B. Fit advertising to proper media/audience/product/service.
- AD 3C. Calculate the cost of advertising.
- AD 3D. Prepare an advertising budget.
- AD 3E. Organize an advertising campaign.
- AD 3F. Prepare an advertising schedule.
- AD 3G. Evaluate advertising media effectiveness.

AD 4. RECOGNIZE EMPLOYMENT OPPORTUNITIES

- AD 4A. Describe the job opportunities in advertising.
- AD 4B. Describe the qualification needed for advertising positions.

COMMUNICATIONS

Upon completion of the instructional unit "Communications" the student will be able to:

CO 1. GENERAL COMMUNICATION SKILLS

- CO 1A. Define business communications.
- CO 1B. Use written communication.
- CO 1C. Communicate verbally.
- CO 1D. Use visual words.

CO 2. COMMUNICATE AT WORK

- CO 2A. Communicate with marketing groups.
- CO 2B. Communicate with customers.
- CO 2C. Communicate with management.
- CO 2D. Communicate with peers.
- CO 2E. Keep confidential information private.
- CO 2F. Use two way communication.

CO 3. ORGANIZATIONAL COMMUNICATION

CO 3A. Organize employee meetings.
CO 3B. Conduct employee meetings.
CO 3C. Communicate inter-departmentally.
CO 3D. Interpret store policy.
CO 3E. Serve as liaison between employees and management.
CO 3F. Conduct a staff briefing.
CO 3G. Suggest organizational change.

CO 4. EMPLOYEE TRAINING

CO 4A. Set training objectives for employees.
CO 4B. Identify media for communication.
CO 4C. Operate training programs.
CO 4D. Identify trends and developments in marketing.

CO 5. LISTENING

CO 5A. Follow directions.
CO 5B. Listen to directions.
CO 5C. Take phone messages.

DISPLAY

Upon completion of the instructional unit "display" the student will be to:

DI 1. UNDERSTAND THE ROLE OF DISPLAY

DI 1A. Define display.
DI 1B. Discuss the importance of display.
DI 1C. Discuss the main purpose of display.
DI 1D. Reflect store image with display.
DI 1E. Correlate display with advertising.
DI 1F. Enhance customer interest with display.

DI 2. CREATE A DISPLAY

DI 2A. Discuss the basic principles of a display design.
DI 2B. Identify various types of displays.
DI 2C. Discuss the importance of lighting.
DI 2D. Use color in the design of a display.
DI 2E. Discuss motion in display.
DI 2F. Identify various display backgrounds.

DI 2G. Use the AIDA technique in display.
DI 2H. Use visuals in display.
DI 2I. Use display space effectively.

DI 3. PLAN AND SCHEDULE DISPLAYS

DI 3A. Make plans for building a display.
DI 3B. Identify themes for display.
DI 3C. Schedule and assign responsibility for display.
DI 3D. Maintain a display calendar.

ECONOMICS AND MARKETING

Upon completion of the instructional unit "economics and marketing" the student will be able to:

EM 1. DESCRIBE ECONOMIC CONCEPTS

EM 1A. Relate business cycles to business operations.
EM 1B. Identify business risks.
EM 1C. Show how competition relates to business.
EM 1D. Define economic goods and services.
EM 1E. Relate economic indicators to business management concepts.
EM 1F. Show how to use alternate economic resources.
EM 1G. Define product utility.
EM 1H. Explain profit.
EM 1I. Explain the effects of supply and demand.

EM 2. RELATE MARKETING AND ECONOMICS TO SOCIETY

EM 2A. Explain businesses responsibility to society.
EM 2B. Identify the importance of economics to students.
EM 2C. Define economics.
EM 2D. Identify government/business interactions.

EM 3. UNDERSTAND MARKETING'S RELATIONSHIP TO THE ECONOMY

EM 3A. Show the importance of the channels of distribution.
EM 3B. Define market.
EM 3C. Identify factors affecting market pricing.
EM 3D. Identify basic marketing functions.
EM 3E. Show the importance of marketing strategies.
EM 3F. Discuss the promotional mix.

EM 4. SHOW THE EFFECTS OF LABOR

EM 4A. Describe the collective bargaining process.
EM 4B. Define specialization of labor.

EM 5. RECOGNIZE IMPORTANT ECONOMIC COMPONENTS

EM 5A. Relate the effect of high technology on economics.
EM 5B. Discuss the importance of international trade.
EM 5C. Describe the importance of the private enterprise system.

EMPLOYABILITY

Upon completion of this instructional unit of "employability" the student will be able to:

EP 1. UNDERSTAND PERSONAL INTERESTS AND APTITUDES

EP 1A. Complete interest tests.
EP 1B. Complete aptitude tests.
EP 1C. Relate own interests and aptitudes to employment fields.
EP 1D. Identify career objective.

EP 2. UNDERSTAND GENERAL EMPLOYMENT CONCEPTS

EP 2A. Identify alternative marketing occupations.
EP 2B. Identify and define the sources of locating employment.
EP 2C. Define terms associated with finding a employment.
EP 2D. Describe pre-employment tests.
EP 2E. Identify the components of social security.
EP 2F. Describe wage and salary procedures.
EP 2G. Discuss advancement procedure.
EP 2H. State the importance of company rules and regulations.

EP 3. GENERATE AND FILL OUT WRITTEN INFORMATION

EP 3A. Write a resume.
EP 3B. Write a letter of application.
EP 3C. Fill out employment application.
EP 3D. Write cover letter to accompany employment application.
EP 3E. Write a follow-up letter.

EP 3F. Complete related employment forms.
EP 3G. Write letter of resignation.

EP 4. DEMONSTRATE PROPER INTERVIEWING TECHNIQUES

EP 4A. Demonstrate appropriate grooming.
EP 4B. Dress appropriate for the employment interview.
EP 4C. Discuss the importance of first impression.
EP 4D. Exhibit proper attitude for employment interview.
EP 4E. Demonstrate telephone use for employment interview.
EP 4F. Use proper conduct during interview.
EP 4G. Demonstrate self confidence.
EP 4H. Sell self in employment interview.
EP 4I. Answer interview questions.
EP 4J. Discuss exit interview.

HUMAN RELATIONS

Upon completion of the instructional unit "human relations" the student will be able to:

HR 1. UNDERSTAND GENERAL HUMAN RELATION CONCEPTS

HR 1A. Define human relations.
HR 1B. Identify individual personality traits.
HR 1C. Relate management policy to human relations.

HR 2. DEMONSTRATE ETHICAL AND SOCIAL BEHAVIOR

HR 2A. Avoid being biased.
HR 2B. Be ethical in employment responsibilities.
HR 2C. Use first impressions with discretion.
HR 2D. Handle grapevine information with discretion.
HR 2E. Demonstrate honesty.
HR 2F. Identify social responsibilities of management.
HR 2G. Avoid stereotyping.

HR 3. MANAGE FEEDBACK

HR 3A. Accept criticism.
HR 3B. Adjust to change.
HR 3C. Correct employee mistakes.
HR 3D. Communicate effectively with others.
HR 3E. Show empathy for others.
HR 3F. Use feedback to improve personal skills.

HR 4. WORK WITH OTHERS

- HR 4A. Be assertive.
- HR 4B. Develop positive working relationships.
- HR 4C. Demonstrate enthusiasm.
- HR 4D. Handle challenging customer situations.
- HR 4E. Develop harmonious relationships with others.
- HR 4F. Demonstrate personal initiative.
- HR 4G. Develop professional relationships.
- HR 4H. Create indepth personal work relationships.
- HR 4I. Recognize positive employee performance.
- HR 4J. Remember names.

HR 5. ESTABLISH AND REACH GOALS

- HR 5A. Establish personal goals.
- HR 5B. Establish employment goals.

HR 6. DEVELOP PERSONAL WORK HABITS

- HR 6A. Be creative.
- HR 6B. Show motivation.
- HR 6C. Demonstrate appropriate personal appearance.
- HR 6D. Maintain personal health.
- HR 6E. Show a positive attitude.
- HR 6F. Be punctual.
- HR 6G. Demonstrate responsible behavior.
- HR 6H. Adapt to schedule changes.
- HR 6I. Show self control.
- HR 6J. Establish personal self esteem.

MARKETING MATH

Upon completion of the instructional unit "Marketing Math" the student will be able to:

MA 1. UNDERSTAND GENERAL MARKETING MATHEMATICS SKILLS

- MA 1A. Add whole numbers.
- MA 1B. Subtract whole numbers.
- MA 1C. Multiply whole numbers.
- MA 1D. Divide whole numbers.
- MA 1E. Use fractions.
- MA 1F. Use percentages.

MA 2. UNDERSTAND CONSUMER MARKETING MATHEMATICS APPLICATIONS

- MA 2A. Operate cash register.
- MA 2B. Make change/handle cash.
- MA 2C. Process checks.
- MA 2D. Compute tax.
- MA 2E. Process lay-a-way transactions.
- MA 2F. Process credit charge transaction.
- MA 2G. Recognize counterfeit currency.
- MA 2H. Process "cash on delivery" (COD) transactions.

MA 3. MARKETING MATHEMATICS APPLICATIONS FOR INVENTORY

- MA 3A. Compute mark-ups and mark-downs.
- MA 3B. Process purchase orders and invoices.
- MA 3C. Compute stock turnover.
- MA 3D. Compute open to buy.

MA 4. MARKETING MATH APPLICATIONS IN MANAGEMENT

- MA 4A. Compute break even point.
- MA 4B. Compute gross margin.
- MA 4C. Compute net sales/gross sales.
- MA 4D. Compute payroll (salary-deductions, etc.).
- MA 4E. Compute profit, loss, gross and net.
- MA 4F. Operate inventory control system.
- MA 4G. Maintain accurate sales and cash records.

MERCHANDISING

Upon completion of the instructional unit "merchandising" the student will be able to:

ME 1. BUY MERCHANDISE EFFECTIVELY

- ME 1A. Identify attitudes related to successful buyers.
- ME 1B. Use trends and economic indicators when buying merchandise.
- ME 1C. Consider promotional needs when making the buying decision.
- ME 1D. Conduct a sales records analysis.
- ME 1E. Demonstrate how to comparison shop.
- ME 1F. Evaluate consumer demand.
- ME 1G. Design merchandise assortments.
- ME 1H. Prepare model stock plans.
- ME 1I. Determine quantities to buy.
- ME 1J. Calculate the open to buy.

ME 1K. Use purchase authorizations.
ME 1L. Prepare purchase orders.

ME 2. PRICE MERCHANDISE

ME 2A. Identify alternative merchandise pricing methods.
ME 2B. Consider store policies when making pricing decisions.
ME 2C. Determine retail prices.
ME 2D. Identify factors affecting retail prices.
ME 2E. Use psychological effects of pricing.
ME 2F. Use quality considerations when making the pricing decision.
ME 2G. Utilize market competition data when pricing.

ME 3. CONTROL INVENTORY

ME 3A. Maintain a balanced inventory.
ME 3B. Prepare company order forms.
ME 3C. Report stock quantities.
ME 3D. Conduct stock counts.
ME 3E. Use unit inventory control systems.
ME 3F. Use cost coding strategies.
ME 3G. Use the international pricing code.

MANAGEMENT

Upon completion of the instructional unit "management" the student will be able to:

MG 1. MANAGE PERSONNEL MATTERS

MG 1A. Define recruiting.
MG 1B. Discuss hiring.
MG 1C. Assist in employee orientation.
MG 1D. Use training skills.
MG 1E. Schedule employee.
MG 1F. Discuss employee evaluation.
MG 1G. Discuss promotion.

MG 2. MOTIVATE EMPLOYEES

MG 2A. Uses communication skills.
MG 2B. Works well with others.
MG 2C. Exhibits good work habits.

MG 2D. Displays a sense of humor.
MG 2E. Display sensitivity.
MG 2F. Recognizes others.

OPERATIONS

Upon completion of the instructional unit "operations" the student will be able to:

OP 1. DISCUSS GENERAL OPERATING PROCEDURES

OP 1A. Discuss store operating systems.
OP 1B. Define store policy.
OP 1C. Follow store rules and regulations.
OP 1D. Describe functions of store maintenance.
OP 1E. Establish a maintenance program.
OP 1F. Identify safety precautions.
OP 1G. Discuss accident procedures.
OP 1H. Identify health and sanitation laws.
OP 1I. Operate store equipment.
OP 1J. Discuss anti-shoplifting procedures.

OP 2. DEMONSTRATE KNOWLEDGE OF CREDIT PROCEDURES

OP 2A. Explain consumer credit.
OP 2B. Discuss billing procedures.
OP 2C. Prepare billing statements.
OP 2D. Establish criteria for establishing credit.
OP 2E. Explain the importance of credit collections.
OP 2F. Discuss functions of credit bureaus.
OP 2G. Perform credit card transactions.
OP 2H. Identify counterfeit money.
OP 2I. Use state of the art credit technology.

OP 3. SHIP AND RECEIVE STOCK

OP 3A. Discuss shipping procedures.
OP 3B. Explain receiving procedures.
OP 3C. Define shipping terms.
OP 3D. Define receiving terms.
OP 3E. Identify modes of transporting merchandise.

PRODUCT AND SERVICE TECHNOLOGY

Upon completion of this instructional unit of "product and service technology" the student will be able to:

PS 1. IDENTIFY USES OF PRODUCT AND SERVICE TECHNOLOGY

- PS 1A. Identify product uses through customer contact.
- PS 1B. Identify product uses through personal use.
- PS 1C. Identify product features and how customer uses features.

PS 2. EVALUATE PRODUCT AND SERVICE

- PS 2A. Determine the features of products in terms of benefits to customers.
- PS 2B. Determine product superiority.
- PS 2C. Determine quality of product.
- PS 2D. Evaluate why merchandise is returned.

PS 3. COMMUNICATE PRODUCT AND SERVICE INFORMATION

- PS 3A. Enhance customer's attitude toward.
- PS 3B. Enhance customer's acceptance of competing products.
- PS 3C. Identify product substitutes.
- PS 3D. Increase customer buying awareness.

PS 4. MANAGE PRODUCT AND SERVICE TECHNOLOGY

- PS 4A. Discuss governmental product regulations.
- PS 4B. Process merchandise stock properly.
- PS 4C. Assist in employees product knowledge training.
- PS 4D. Identify sources of product and service information.
- PS 4E. Demonstrate the use of product and service information.

SELLING

Upon completion of the instructional unit "selling" the student will be able to:

SE 1. DISCUSS SELLING IN SOCIETY

- SE 1A. Define selling.
- SE 1B. Discuss the role of selling in society.

SE 2. IDENTIFY CUSTOMER BUYING PATTERNS

SE 2A. Discuss the importance of customer knowledge.
SE 2B. Classify customer personality types.
SE 2C. Identify customer buying motives.

SE 3. UNDERSTAND THE IMPORTANCE OF SALESPERSONS PERSONALITY

SE 3A. Define personality.
SE 3B. Demonstrate personality traits of an effective salesperson.

SE 4. DEVELOP PRODUCT AND SERVICE KNOWLEDGE

SE 4A. Identify the importance of product and service knowledge.
SE 4B. Identify sources of product and service knowledge.
SE 4C. Demonstrate use of product and service knowledge.

SE 5. FIND POTENTIAL CUSTOMERS

SE 5A. Organize a territorial prospecting plan.
SE 5B. Describe a process for finding customers.

SE 6. SHOW HOW TO APPROACH CUSTOMERS

SE 6A. Demonstrate knowledge of the "AIDCA" process.
SE 6B. Identify ways of opening the sale.
SE 6C. Demonstrate types of approaches.
SE 6D. Determine customer wants and needs.

SE 7. SHOW HOW TO GIVE A SALES PRESENTATION

SE 7A. Use listening skills.
SE 7B. Involve the customer in the presentation.
SE 7C. Show how to build product value.

SE 8. DEMONSTRATE HOW TO HANDLE OBJECTIONS

SE 8A Tell the difference between an excuse and an objection.
SE 8B. Handle common product or service objections.

SE 9. CLOSE THE SALE

SE 9A. Discuss the importance of the close.
SE 9B. Close the sale using alternative techniques.
SE 9C. Package the purchase.

SE 10. SUGGESTION SELLING

SE 10A. Identify alternative suggestion selling techniques.
SE 10B. Demonstrate how to suggestion sell.

SE 11. UNDERSTAND SALES MANAGEMENT

SE 11A. Define sales management.
SE 11B. Discuss sales policies.
SE 11C. Organize sales force.
SE 11D. Discuss methods of recruiting.
SE 11E. Forcast sales.
SE 11F. Define sales territories.

Student Progress Documents

The following progress documents are designed to monitor student achievement as the learner masters the student learning objectives. The documents are organized into three parts: (1) The S.L.O., (2) The date achieved and (3) The teacher approval.

Each student is responsible to see that their individual progress documents are maintained. Students should place them in a binder or a folder for easy reference.

ADVERTISING

INSTRUCTIONS TO THE STUDENT: As you complete the ADVERTISING unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify those specific objectives needing teacher sign-off.

THE STUDENT LEARNING OBJECTIVE		TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
AD 1	UNDERSTAND GENERAL ADVERTISING CONCEPTS			
AD 1A.	Define advertising			
AD 1B.	Identify the purposes of advertising			
AD 1C.	List the four key elements of advertising			
AD 1D.	Define the terms associated with advertising			
AD 1E.	Identify and describe the types of media			
AD 1F.	Explain the purpose of the Federal Trade commission			
AD 1G.	Distinguish between institutional and promotional advertising			
AD 1H.	Use effective selling techniques in advertising			
AD 1I.	List and describe Maslow s Hierarchy of needs			
AD 2	DEMONSTRATE SKILL IN PREPARING ADVERTISEMENTS			
AD 2A.	Prepare an advertisement for print media			
AD 2B.	Prepare an advertisement for radio media			
AD 2C.	Prepare an advertisement for outdoor advertising			
AD 2D.	Prepare an advertisement for television media			

AD 3. ORGANIZE AN ADVERTISING CAMPAIGN

AD 3A. Demonstrate honesty and integrity in advertising
AD 3B. Fit advertising to proper media/ audience /product/ service
AD 3C. Calculate the cost of advertising
AD 3D. Prepare an advertising budget
AD 3E. Organize an advertising campaign
AD 3F. Prepare an advertising schedule
AD 3G. Evaluate advertising media effectiveness

AD 4. RECOGNIZE EMPLOYMENT OPPORTUNITIES

AD 4A. Describe the job opportunities in advertising
AD 4B. Describe the qualification needed for advertising positions

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COMMUNICATIONS

INSTRUCTIONS TO THE STUDENT: As you complete the COMMUNICATIONS unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify those specific objectives needing teacher sign-off.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
CO 1. GENERAL COMMUNICATION SKILLS			
CO 1A. Define business communications			
CO 1B. Use written communication			
CO 1C. Communicate verbally			
CO 1D. Use visual words			
CO 2. COMMUNICATE AT WORK			
CO 2A. Communicate with marketing groups			
CO 2B. Communicate with customers			
CO 2C. Communicate with management			
CO 2D. Communicate with peers			
CO 2E. Keep confidential information private			
CO 2F. Use two way communication			
CO 3. ORGANIZATIONAL COMMUNICATION			
CO 3A. Organize employee meetings			
CO 3B. Conduct employee meetings			
CO 3C. Communicate inter-departmentally			
CO 3D. Interpret store policy			
CO 3E. Serve as liaison between employees and management			
CO 3F. Conduct a staff briefing			
CO 3G. Suggest organizational change			

CO 4. EMPLOYEE TRAINING

CO 4A. Set training objectives for employees
CO 4B. Identify media for communication
CO 4C. Operate training programs
CO 4D. Identify trends and developments in marketing

CO 5. LISTENING

CO 5A. Follow directions
CO 5B. Listen to directions
CO 5C. Take phone messages

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DISPLAY

INSTRUCTIONS TO THE STUDENT: As you complete the DISPLAY unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify the specific objectives needing TEACHER SIGN-OFF.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
DI 1. UNDERSTAND THE ROLE OF DISPLAY			
DI 1A. Define display			
DI 1B. Discuss the importance of display			
DI 1C. Discuss the main purpose of display			
DI 1D. Reflect store image with display			
DI 1E. Correlate display with advertising			
DI 1F. Enhance customer interest with display			
DI 2. CREATE A DISPLAY			
DI 2A. Discuss the basic principles of a display design			
DI 2B. Identify various types of displays			
DI 2C. Discuss the importance of lighting			
DI 2D. Use color in the design of a display			
DI 2E. Discuss motion in display			
DI 2F. Identify various display backgrounds			
DI 2G. Use the AIDA technique in display			
DI 2H. Use visuals in display			
DI 2I. Use display space effectively			
DI 3. PLAN AND SCHEDULE DISPLAYS			
DI 3A. Make plans for building a display			
DI 3B. Identify themes for display			
DI 3C. Schedule and assign responsibility for display			
DI 3D. Maintain a display calendar			

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ECONOMICS AND MARKETING

INSTRUCTIONS TO THE STUDENT: As you complete the ECONOMICS AND MARKETING unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective. also note the date you accomplished the task. Your instructor will identify those specific objectives needing TEACHER SIGN-OFF.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
EM 1. DESCRIBE ECONOMIC CONCEPTS			
EM 1A. Relate business cycles to business operations			
EM 1B. Identify business risks			
EM 1C. Show how competition relates to business			
EM 1D. Define economic goods and services			
EM 1E. Relate economic indicators to business management concepts			
EM 1F. Show how to use alternate economic resources			
EM 1G. Define product utility			
EM 1H. Explain profit			
EM 1I. Explain the effects of supply and demand			
EM 2. RELATE MARKETING AND ECONOMICS TO SOCIETY			
EM 2A. Explain businesses responsibility to society			
EM 2B. Identify the importance of economics to students			
EM 2C. Define economics			
EM 2D. Identify government/business interactions			
EM 3. UNDERSTAND MARKETING'S RELATIONSHIP TO THE ECONOMY			
EM 3A. Show the importance of the channels of distribution			
EM 3B. Define market			

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EM 3C. Identify factors affecting market pricing
EM 3D. Identify basic marketing functions
EM 3E. Show the importance of marketing strategies
EM 3F. Discuss the promotional mix

EM 4. SHOW THE EFFECTS OF LABOR

EM 4A. Describe the collective bargaining process
EM 4B. Define specialization of labor

EM 5. RECOGNIZE IMPORTANT ECONOMIC COMPONENTS

EM 5A. Relate the effect of high technology on economics
EM 5B. Discuss the importance of international trade
EM 5C. Describe the importance of the private enterprise system

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EMPLOYABILITY

INSTRUCTIONS TO THE STUDENT: As you complete the EMPLOYABILITY unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify those specific objectives needing TEACHER SIGN-OFF.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
EP 1. UNDERSTAND PERSONAL INTERESTS AND APTITUDES			
EP 1A. Complete interest tests			
EP 1B. Complete aptitude tests			
EP 1C. Relate own interests and aptitudes to employment fields			
EP 1D. Identify career objective			
EP 2. UNDERSTAND GENERAL EMPLOYMENT CONCEPTS			
EP 2A. Identify alternative marketing occupations			
EP 2B. Identify and define the sources of locating employment			
EP 2C. Define terms associated with finding a employment			
EP 2D. Describe pre-employment tests			
EP 2E. Identify the components of social security			
EP 2F. Describe wage and salary procedures			
EP 2G. Discuss advancement procedure			
EP 2H. State the importance of company rules and regulations			
EP 3. GENERATE AND FILL OUT WRITTEN INFORMATION			
EP 3A. Write a resume			
EP 3B. Write a letter of application			
EP 3C. Fill out employment application			

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EP 3D. Write cover letter to accompany employment application
EP 3E. Write a follow-up letter
EP 3F. Complete related employment forms
EP 3G. Write letter of resignation

EP 4. DEMONSTRATE PROPER INTERVIEWING TECHNIQUES

EP 4A. Demonstrate appropriate grooming
EP 4B. Dress appropriate for the employment interview
EP 4C. Discuss the importance of first impression
EP 4D. Exhibit proper attitude for employment interview
EP 4E. Demonstrate telephone use for employment interview
EP 4F. Use proper conduct during interview
EP 4G. Demonstrate self confidence
EP 4H. Sell self in employment interview
EP 4I. Answer interview questions

EP 4J. Discuss exit interview

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HUMAN RELATIONS

INSTRUCTIONS TO THE STUDENT: As you complete the HUMAN RELATIONS unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify those specific objectives needing TEACHER SIGN-OFF.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
HR 1. UNDERSTAND GENERAL HUMAN RELATION CONCEPTS			
HR 1A. Define human relations			
HR 1B. Identify individual personality traits			
HR 1C. Relate management policy to human relations			
HR 2. DEMONSTRATE ETHICAL AND SOCIAL BEHAVIOR			
HR 2A. Avoid being biased			
HR 2B. Be ethical in employment responsibilities			
HR 2C. Use first impressions with discretion			
HR 2D. Handle grapevine information with discretion			
HR 2E. Demonstrate honesty			
HR 2F. Identify social responsibilities of management			
HR 2G. Avoid stereotyping			
HR 3. MANAGE FEEDBACK			
HR 3A Accept criticism			
HR 3B Adjust to change			
HR 3C Correct employee mistakes			
HR 3D. Communicate effectively with others			
HR 3E. Show empathy for others			
HR 3F. Use feedback to improve personal skills			

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HR 4. WORK WITH OTHERS

HR 4A. Be assertive
HR 4B. Develop positive working relationships
HR 4C. Demonstrate enthusiasm
HR 4D. Handle challenging customer situations
HR 4E. Develop harmonious relationships with others
HR 4F. Demonstrate personal initiative
HR 4G. Develop professional relationship
HR 4H. Create indepth personal work relationships
HR 4I. Recognize positive employee performance
HR 4J. Remember names

HR 5. ESTABLISH AND REACH GOALS

HR 5A. Establish personal goals
HR 5B. Establish employment goals

HR 6. DEVELOP PERSONAL WORK HABITS

HR 6A. Be creative
HR 6B. Show motivation
HR 6C. Demonstrate appropriate personal appearance
HR 6D. Maintain personal health
HR 6E. Show a positive attitude
HR 6F. Be punctual
HR 6G. Demonstrate responsible behavior
HR 6H. Adapt to schedule changes
HR 6I. Show self control
HR 6J. Establish personal self esteem

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MARKETING MATH

INSTRUCTIONS TO THE STUDENT: As you complete the MARKETING MATH unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify those specific objectives needing TEACHER SIGN-OFF.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
MA 1. UNDERSTAND GENERAL MARKETING MATHEMATICS SKILLS			
MA 1A. Add whole numbers			
MA 1B. Subtract whole numbers			
MA 1C. Multiply whole numbers			
MA 1D. Divide whole numbers			
MA 1E. Use fractions			
MA 1F. Use percentages			
MA 2. UNDERSTAND CONSUMER MARKETING MATHEMATICS APPLICATIONS			
MA 2A. Operate cash register			
MA 2B. Make change/handle cash			
MA 2C. Process checks			
MA 2D. Compute tax			
MA 2E. Process lay-a-way transactions			
MA 2F. Process credit charge transaction			
MA 2G. Recognize counterfeit currency			
MA 2H. Process "cash on delivery" (COD) transactions			
MA 3. MARKETING MATHEMATICS APPLICATIONS FOR INVENTORY			
MA 3A. Compute mark-ups and mark-downs			
MA 3B. Process purchase orders and Invoices			
MA 3C. Compute stock turnover			
MA 3D. Compute open to buy			

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MA 4. MARKETING MATH APPLICATIONS IN MANAGEMENT

MA 4A. Compute break even point
MA 4B. Compute gross margin
MA 4C. Compute net sales/gross sales
MA 4D. Compute payroll (salary-deductions, etc.)
MA 4E. Compute profit, loss, gross and net
MA 4F. Operate inventory control system
MA 4G. Maintain accurate sales and cash records

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MERCHANDISING

INSTRUCTIONS TO THE STUDENT: As you complete the MERCHANDISING unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify those specific objectives needing TEACHER SIGN-OFF.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
ME 1. BUY MERCHANDISE EFFECTIVELY			
ME 1A. Identify attitudes related to successful buyers			
ME 1B. Use trends and economic indicators when buying merchandise			
ME 1C. Consider promotional needs when making the buying decision			
ME 1D. Conduct a sales records analysis			
ME 1E. Demonstrate how to comparison shop			
ME 1F. Evaluate consumer demand			
ME 1G. Design merchandise assortments			
ME 1H. Prepare model stock plans			
ME 1I. Determine quantities to buy			
ME 1J. Calculate the open to buy			
ME 1K. Use purchase authorizations			
ME 1L. Prepare purchase orders			
ME 2. PRICE MERCHANDISE			
ME 2A. Identify alternative merchandise pricing methods			
ME 2B. Consider store policies when making pricing decisions			
ME 2C. Determine retail prices			
ME 2D. Identify factors affecting retail prices			
ME 2E. Use psychological effects of pricing			
ME 2F. Use quality considerations when making the pricing decision			
ME 2G. Utilize market competition data when pricing			

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ME 3. CONTROL INVENTORY

ME 3A. Maintain a balanced inventory
ME 3B. Prepare company order forms
ME 3C. Report stock quantities
ME 3D. Conduct stock counts
ME 3E. Use unit inventory control system
ME 3F. Use cost coding strategies
ME 3G. Use the international pricing code

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MANAGEMENT

INSTRUCTIONS TO THE STUDENT: As you complete the MANAGEMENT unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify those specific objectives needing TEACHER SIGN-OFF.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
MG 1. MANAGE PERSONNEL MATTERS			
MG 1A. Define recruiting			
MG 1B. Discuss hiring			
MG 1C. Assist in employee orientation			
MG 1D. Use training skills			
MG 1E. Schedule employee			
MG 1F. Discuss employee evaluation			
MG 1G. Discuss promotion			
MG 2. MOTIVATE EMPLOYEES			
MG 2A. Uses communication skills			
MG 2B. Works well with others			
MG 2C. Exhibits good work habits			
MG 2D. Displays a sense of humor			
MG 2E. Display sensitivity			
MG 2F. Recognizes others			

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OPERATIONS

INSTRUCTIONS TO THE STUDENT: As you complete the OPERATIONS unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify those specific objectives needing TEACHER SIGN-OFF.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
OP 1. DISCUSS GENERAL OPERATING PROCEDURES			
OP 1A. Discuss store operating systems			
OP 1B. Define store policy			
OP 1C. Follow store rules and regulations			
OP 1D. Describe functions of store maintenance			
OP 1E. Establish a maintenance program			
OP 1F. Identify safety precautions			
OP 1G. Discuss accident procedures			
OP 1H. Identify health and sanitation laws			
OP 1I. Operate store equipment			
OP 1J. Discuss anti-shoplifting procedures			
OP 2. DEMONSTRATE KNOWLEDGE OF CREDIT PROCEDURES			
OP 2A. Explain consumer credit			
OP 2B. Discuss billing procedures			
OP 2C. Prepare billing statements			
OP 2D. Establish criteria for establishing credit			
OP 2E. Explain the importance of credit collections			
OP 2F. Discuss functions of credit bureaus			
OP 2G. Perform credit card transactions			
OP 2H. Identify counterfeit money			
OP 2I. Use state of the art credit technology			

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OP 3. SHIP AND RECEIVE STOCK

OP 3A. Discuss shipping procedures
OP 3B. Explain receiving procedures
OP 3C. Define shipping terms
OP 3D. Define receiving terms
OP 3E. Identify modes of transporting merchandise

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PRODUCT AND SERVICE TECHNOLOGY

INSTRUCTIONS TO THE STUDENT: As you complete the PRODUCT AND SERVICE TECHNOLOGY unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify those specific objectives needing TEACHER SIGN-OFF.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
PS 1. IDENTIFY USES OF PRODUCT AND SERVICE TECHNOLOGY			
PS 1A. Identify product uses through customer contact			
PS 1B. Identify product uses through personal use			
PS 1C. Identify product features and how customer uses features			
PS 2. EVALUATE PRODUCT AND SERVICE			
PS 2A. Determine the features of products in terms of benefits to customers			
PS 2B. Determine product superiority			
PS 2C. Determine quality of product			
PS 2D. Evaluate why merchandise is returned			
PS 3. COMMUNICATE PRODUCT AND SERVICE INFORMATION			
PS 3A. Enhance customer's attitude toward			
PS 3B. Enhance customer's acceptance of competing products			
PS 3C. Identify product substitutes			
PS 3D. Increase customer buying awareness			

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PS 4. MANAGE PRODUCT AND SERVICE TECHNOLOGY

PS 4A. Discuss governmental product regulations
PS 4B. Process merchandise stock properly
PS 4C. Assist in employees product knowledge training
PS 4D. Identify sources of product and service information
PS 4E. Demonstrate the use of product and service information

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SELLING

INSTRUCTIONS TO THE STUDENT: As you complete the SELLING unit be certain you can do the task called for in each objective. Mark an "x" in the column labeled LEARNER if you feel you have mastered the task called for in the objective, also note the date you accomplished the task. Your instructor will identify those specific objectives needing TEACHER SIGN-OFF.

THE STUDENT LEARNING OBJECTIVE	TEACHER SIGN-OFF	LEARNER SIGN-OFF	DATE OF ACTION
SE 1. DISCUSS SELLING IN SOCIETY			
SE 1A. Define selling			
SE 1B. Discuss the role of selling in society			
SE 2. IDENTIFY CUSTOMER BUYING PATTERNS			
SE 2A. Discuss the importance of customer knowledge			
SE 2B. Classify customer personality types			
SE 2C. Identify customer buying motives			
SE 3. UNDERSTAND THE IMPORTANCE OF SALESPERSONS PERSONALITY			
SE 3A. Define personality			
SE 3B. Demonstrate personality traits of an effective salesperson			
SE 4. DEVELOP PRODUCT AND SERVICE KNOWLEDGE			
SE 4A. Identify the importance of product and service knowledge			
SE 4B. Identify sources of product and service knowledge			
SE 4C. Demonstrate use of product and service knowledge			

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SE 5. FIND POTENTIAL CUSTOMERS

SE 5A. Organize a territorial prospecting plan
SE 5B. Describe a process for finding customers

SE 6. SHOW HOW TO APPROACH CUSTOMERS

SE 6A. Demonstrate knowledge of the "AIDCA" process
SE 6B. Identify ways of opening the sale
SE 6C. Demonstrate types of approaches
SE 6D. Determine customer wants and needs

SE 7. SHOW HOW TO GIVE A SALES PRESENTATION

SE 7A. Use listening skill
SE 7B. Involve the customer in the presentation
SE 7C. Show how to build product value

SE 8. DEMONSTRATE HOW TO HANDLE OBJECTIONS

SE 8A Tell the difference between an excuse and an objection
SE 8B. Handle common product or service objections

SE 9. CLOSE THE SALE

SE 9A. Discuss the importance of the close
SE 9B. Close the sale using alternative techniques
SE 9C. Package the purchase

SE 10. SUGGESTION SELLING

SE 10A. Identify alternative suggestion selling techniques
SE 10B. Demonstrate how to suggestion sell

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SE II. UNDERSTAND SALES MANAGEMENT

SE IIA. Define sales management
SE IIB. Discuss sales policies
SE IIC. Organize sales force
SE IID. Discuss methods of recruiting
SE IIE. Forcast sales
SE IIF. Define sales territories

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Curriculum Development Management Plan

The curriculum development management plan is designed so all MDE units of instruction will be rewritten within five years. Also, another intent of this project is to design a teacher inservice plan to instruct marketing teachers on the contents and use of the units.

Subject to funding, the following units will be developed during the Summers of 1985-1989:

1. 1985--Salesmanship
   Product and Service Technology

2. 1986--Merchandising
   Operations
   Marketing Math

3. 1987--Management
   Human Relations

4. 1988--Advertising
   Display

5. 1989--Communications
   Employability
   Economics and Marketing

Curriculum development teams composed of marketing educators selected by the Marketing Program Director of the Office of the Superintendent of Public Instruction, the Chairperson of the Marketing Education Steering Committee, the President of the Washington Association of Marketing Educators, and the Curriculum Development Project Director, will be organized into task force groups. These groups will be charged with the responsibility to identify, restructure and/or create content outlines and learning activities designed to help students master the education content needed to reach the appropriate student learning objectives.

These teams will be contracted to spend approximately two to four weeks, during the Summer, developing the identified curriculum.

Following the task force's curriculum development effort. The results will be

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distributed each of the five years to the marketing education field by:

1. Presenting at the August Vocational Education Conference the completed curriculum guide. For example during the 1985 conference each marketing instructor would be introduced to the Salesmanship and Product and Service Technology units.

2. Presenting the new units in area meetings. (Washington State's Marketing Education community is divided into thirteen geographical areas.) In these meeting the units will be demonstrated in detail to the teachers.

3. Organizing, if needed, an inservice course to teach the details of each of the newly created units. This course could be offered at different geographical areas of the state.

4. Structuring the Winter inservice program around the theme of the newly developed units. For example the theme of the 1985 conference could be "Teaching Salesmanship and Product and Service Technology"

5. Including the units as part of the teacher education program's methods courses will be one of the tools used to insure that new teachers entering the field will be exposed to the new units of instruction.

By following this plan, the newly developed units will have the exposure needed to be implemented into the Marketing Education program. Also, as an additional benefit, feedback needed to improve the units will be sought.

Project dissemination--the projects results were disseminated to MDE teacher/ coordinators.

1. The project was presented at an MDE inservice meeting held during the August, 1984 Vocational Conference.

2. The project was again presented to teachers attending the DECA leadership conference held in October of 1984.

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